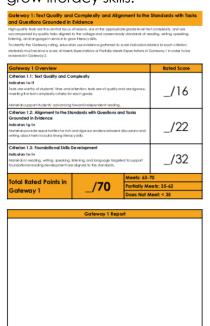
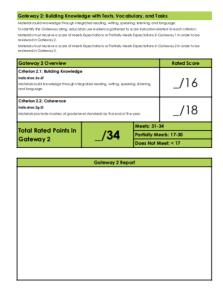
## State-Adopted Curricula ELA HQIM Reports: K-2 Final Reports

The reports produced from the state's review process contain information districts and teachers can use to:

- 1) determine if they are using HQIM in their classrooms, and
- 2) better understand the strengths, weaknesses, and opportunities within their materials to support strong implementation that benefit students.

Gateway 1 indicators ensure highquality texts are the central focus of lessons, are at the appropriate grade level text complexity, and are accompanied by quality tasks aligned to the college and career-ready standards of reading, writing, speaking, listening, and language in service to arow literacy skills. Gateway 2 indicators focus on the ways in which materials build knowledge through integrated reading, writing, speaking, listening, and language. Gateway 3 indicators examine the ways in which materials support teachers to fully utilize the curriculum, understand the skills and learning of their students, and support a range of learners.





Collection 2 accuments the worsh in which moderate apport from the failty office the controllation, understand the sith continuous translation of the sith continuous translation and provides the controllation and controllation	Salarana Amerikaan Bararana ka salah mentadah meneral kecamban k		
To identify the Colevery offine, educations are evidence garbened to core indication whether the each children. Michael and reclaims care and likely large better to prefer the large perfectation in Collegery 2.  Michael and refered are accessed of Meanth Expectations in Collegery 2 in order to be reviewed in Collegery 3.  Gateway 3 Overview  Collegion 3.1: Toocher's Supports  Racked Score  Teacher Support interfiles expectations for backers 2 in order to be reviewed in Collegery 3.  Teacher Support interfiles expectations for backers as effectively plant and utilize accessed with the control of the control.  Collegion 1.2: A sissestment interface and the control of the control.  Collegion 1.2: Statestment interface and the control of the control.  Collegion 1.3: Statestment interface and the control of the control.  Collegion 1.3: Statestment interface and the control of the control of the control.  Collegion 1.3: Statestment interface and the control of the control of the control.  Collegion 1.3: Statestment interface and the control of the control.  Collegion 1.3: Statestment interface and the control of the con		to fully utilize the cur	riculum, understand the skills
Notation and teacher a some of Newsh Departations or Partially Newsh Expectations in Galleway 1 in order to be reviewed in Calevay 2.  Notation and includes a some of Newsh Expectations in Calevary 2 in order to be reviewed in Calevary 3.  Notation and includes a some of Newsh Expectations in Calevary 2 in order to be reviewed in Calevary 3.  Calevary 3 Overview  Calevary 4 Overview 3 Overview			to be of the county of the land
Marketin and recipient or accord Mean's Expectations in Culterary 2 in order to be reviewed in Coleevery 3.  Golleway 3 Overview  Collector 3.1: Teacher's Supports  Marketin Score  Collector 3.2: Assessment  Marketin Score  Assessment stands with Fullying develope that care under forming of the context.  Collector 3.2: Stylector Supports  Marketin Score  Assessment stands filled from marketin provide tools, guidance, and support for teachers  Assessment stands filled from marketin provide tools, guidance, and support for teachers  Collector 3.2: Stylector Supports  Marketin Score  Noticetin Score  Noticetin Score  Evidence Conly  Collector 3.1: Stylector Supports  Marketin Score  Noticetin Score  Providence Conly  Noticetin Score			
Collection 3-1: Teacher Support  Assessment Section Section 3-1: Teacher Section 3-		els Dipectations in i	Jaleway I in order to be
Criterion 1.1: Teacher Supports Intentive No.20 and Marketine Supports Supports Intentive No.20 and Support Superfine approximate for traceber to effectively plans and utilize Intentive No.20 and to laterity develops their count understanding of the client Intentive No.20 and to laterity develops their count understanding of the client Intentive Support Intentive No.20 and Intentive No.20 and Intentive No.20 and Intentive No.20 Intentive Support Intentive No.20 Intentive No		in order to be review	wed in Galeway 3.
Criterion 1.1: Teacher Supports Installation 1.2: The Control of C	Galeway 3 Overview		Rolled Score
Interests 3-29  Interests Assperts interesting agreement of the content to effectively plant and utilize moderate with interesting and the fact that agreement of the content.  Interests 3-29  Interests 3-29			Haire Score
Institute to Exponent identifies acquoundments for treaches to defectively plans and utilized medical with larger description of the Larger description of Larger description of the Larger description of Larger description of the Larger description of L			
Coffee(on 3.2: Assessment Coffee(on 3.2: Assessment Coffee(on 3.2: Assessment Coffee(on 3.2: Assessment Confee(on 3.2: Assessment Confee(on 3.2: Assessment Confee(on 3.2: Bodgers) Confee(on 3.2: Bod		dan and office	/17
Indication (a)-3  Automaterial Sortifica Too or malerials provide loads, guidance, and support for least-law to calest, Prespect, and act on data should shaded progress lowered the shardands.  Circlesion 3.1: Shadeed Supports  Shadeed Supports indentifies the ways in which moderate are designed for each child's backerian 2-3p  Shadeed Support indentifies the ways in which moderate are designed for each child's backerian 2-3p  Circlesion 3.4: Intentional Design indication 3-2a  Circ			_/ 1/
Assessment sharings from malerials provide hosts, guidannius, and support for treatments to conduct Response and out of raids adout discharing progress bework the sharindards.  Criterion 3.3: Shaderd Supports Instituted Suppor	Criterion 3.2: Assessment		
to collect frequent, and act on data shad shaded paragrees (severals the shandards.  Collection 3.1; Shadeed Supports  National 3-3p  National 3-4p  Nationa	indicators 3g-3k		
Criterion 3.3: Sudderf Supports Indicates 2-30 Indi			/16
Natural System 1-20  Natural Superior Market	a collect, interpret, and act on data about student progress toward	à the standards.	_,
Distance to appoint identifies the ways in which metants are designed for each child's explored model and projection in grade severity projects for control and project mod cache exploration for grade severity projects for control and projects for a severity of the form of the control and projects for a form of the control and pr	Criterion 3.3: Student Supports		
require and continue participation in guide-level/grade-loan/therino carriers.  Evidence 3.4: International Design  Indication 3.4: International Design  Interfactor 3.4: International Design  Interfactor 3.4: International Continue of the Continue of th			Narrative
Collection 3.4 Intentional Design Indicates 3.4 Intentional Design Intentional Design Intentional Design Intentional Design Intentio			Evidence Only
Norrative Evidence No. Norrative Evidence on the support subserving region with a region of the support subserving region of the support subserving problem.  Norrative Evidence Only evidence on the support subserving problem.  Total Available Points in Gateway 3  American Subserving Su	egular and active participation in grade-level/grade-band/teries of	content.	Evidence Only
	applicatie), with guidance for teachers.  Total Available Points  /22	Meets: 30-33 Partially Meets: 16-29	
	in Gateway 3/ 00	_	

The final reports include an overall rating as well as information highlighting the program's overall strengths and weaknesses found by review teams. Scores from the rubrics can result in one of three outcomes – **Meets**, **Partially Meets**, and **Does Not Meet**. These designations help educators determine the strength and quality of the materials that were reviewed.

## **Final Reports**

Into Reading

MyView Literacy

Our EL Language Arts

Wit & Wisdom w/ Fundations

Wonders